



# **NASHUA HIGH SCHOOLS**

*North & South*

# **COLLABORATIVE PRACTICES TRAINING**

## **Session 4**

### **August 17, 2015**



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**Collaborative Skills and Practices to Enhance Student Learning**  
**Nashua High Schools North & South**  
**August 17, 2015**

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## Overarching Guiding Questions

- ❖ How can collaborating with colleagues improve educator practice and student learning?
- ❖ What can I learn about my own practice by looking collaboratively at student and colleagues' work?
- ❖ How do I foster adult conversation and dialogue that directly impacts student learning?
- ❖ Which facilitation skills and practices can help develop an effective teacher work group?
- ❖ What tools and structures, such as protocols can help a group use time effectively to accomplish a task?
- ❖ Why use protocols? How do I match a protocol to a task or need?
- ❖ What kind of feedback encourages and supports reflection and professional growth?

## Guiding Questions: Thursday, June 25, 2015

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- ❖ How do I continue to deepen my facilitation, listening and questioning skills?
  - ❖ What can I learn about my own practice by working collaboratively on colleagues' work & dilemmas?
  - ❖ How can sensitive, courageous enhance how we learn from each other?
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## NORMS

*(Adopted June 23, 2015)*

- Be open to new ideas and understandings—note them during the session
- Speak directly, bring appropriate candor & professionalism to the table
- If you wonder about it, ask it
- Withhold judgment ... presume good intentions
- Encourage participation
- Balance speaking and listening; watch time
- Be constructive and stay positive
- Trust and believe in the process
- Vegas rules

# Flex Agenda Day 4

Monday, August 17, 2015

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## 8:30 Opening Activities

- Faux Cocktail Party
- Review
  - Agenda
  - Norms
- Overview of the Work

## 9:15 Micro-Lab

- *Why did you decide to work in schools? What drew you into this profession?*
- *Why do you stay? What matters to you in your work?*
- *What is at the heart of what you do? What is the one thing you won't compromise?*

## 10:00 Review Work in the Room

## 10:15 Protocol Session 1

## 11:15 Feedback that Works

- *Video: Austin's Butterfly (YouTube)*
- *Feedback Nightmares*

## 12:00 LUNCH

## 12:30 Protocol Session 2

## 1:20 Protocol Session 3

## 2:20 Closing Activities

- *Norms Review*
- *Reflections*

## PROTOCOL SELECTION CHART

PRESENTER	PROTOCOL	FACILITATOR
CYNDIE	CHARRETTE	
KELLY	CONSULTANCY DILEMMA	
INGE	PEELING THE ONION	
MICHELLE	PEELING THE ONION	
LESLIE	CHARRETTE	
AMI	MODERATION	
CAITILIN	CHARRETTE	
JULIA	CHARRETTE	
JULIETTE	ISSAQUAH	
MARK	PEELING THE ONION	
3 Levels of Text		



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## Feedback Nightmares

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*Adapted by Nancy Mohr*

### **Purpose**

To address our fears about both getting and giving feedback. To derive a set of principles for a respectful feedback process.

### **Time allotted**

From 30 to 40 minutes. If time is tight, cut the writing time.

### **The Activity**

Individual writing — ask everyone to write for 5-10 minutes — about a time when they got feedback and it was a negative experience and about a time that they gave someone feedback and it was a negative experience.

Pairs — share any part of the writing that you are willing to share. Draw up a list of five feedback do's and five don'ts.

Large group — share out do's and don'ts — each pair adding to the list. As a group, derive the norms for good feedback that flow from those lists.

### **Reflection**

Why did we focus on negative experiences instead of good ones? Should we have?

Was it difficult writing/sharing about these experiences?

What is the value of an exercise like this?

# *Reflections*

AUGUST 17, 2015